DOCUMENT RESUME

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ABSTRACT

The purpose of this program is to improve the participants' self-image through music. Three ideas basic to the effort are involvement in an enjoyable activity, involvement in something which would assure a certain amount of success, and participation in an activity as an individual and as a member of a group. A project coordinator, three music instructors, and nine school aides were utilized three nights a week for two hours a night during the regular school year. All the participants were supplied with all the equipment and materials needed for instruction. It is felt that the project helped the participants greatly in improving their attitudes about themselves and their relations to others. (CK)

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ED053155

"IMPROVEMENT OF SELF-CONCEPT THROUGH THE FINE ARTS"

Worcester County Board of Education

Snow Hill, Maryland 21863

TE 499 822

ESEA TITLE I - 1 (3-68)

MASTER FILE
DO NOT REMOVE

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
under Title I of Public Law 89-10 as amended

TE/0

SECTION I – PROJECT REVIEW AND APPROVAL *(To be completed by State Educational Agency)*

1. STATE CODE	2. STATE PROJECT NO.	3. APPLICANT CODE NO.	4. APPLICANT PROJECT NO.	5. COUNTY CODE	6. CONG. DISTRICT	7. SMSA CLASS	8. TOTAL ALLOCATION
30	9-70	024	9-70	024	1	D	$ 190,068.00

SIGNATURE *(Authorized SEA Official)*	DATE APPROVED	FOR FISCAL YEAR ENDING	9. TOTAL AMOUNT REQUESTED	10. TOTAL AMOUNT APPROVED
Gerry B. Williams	8/6/69	June 30, 1970	$ 25,167.00	$ 25,167.00

ED053156

SECTION II – CERTIFICATION AND STATISTICAL DATA *(To be completed by applicant)*

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on June 6, 1969.

APPLICANT *(Legal name of agency)*	NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Worcester County Board of Education	Robert W. Gaddis, County Superintendent
MAILING ADDRESS *(Street, City or Town)*	SIGNATURE
Box 87 Snow Hill	Robert W. Gaddis

STATE	COUNTY	ZIP CODE NO.	TELEPHONE *(Area Code and No.)*	DATE SIGNED
Maryland	Worcester	21863	301-632-2582	6/6/69

NAME AND TITLE OF CONTACT PERSON	MAILING ADDRESS	TELEPHONE NO.
Robert F. Fagan	same	same

1 MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS

A. FOR FY ENDING JUNE 30, 1968 $ 559.23

B. FOR FY ENDING JUNE 30, 1969 $ 600.00 (est.)

2 NUMBER OF SCHOOLS AND NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT *(as of Fall-1968)*

RESIDENT CHILDREN			GRADE SPAN (2)	TOTAL NUMBER OF SCHOOLS (3)	TOTAL NUMBER OF RESIDENT CHILDREN (4)
A ENROLLED IN:					
1 PUBLIC SCHOOLS	a	In applicant's school district	K-12	17	6702
	b	In other school district(s)		XXXXXXXX	
2 PRIVATE SCHOOLS	a	In applicant's school district			
	b	In other school district(s)	XXXXXX	XXXXXXXX	
3 INSTITUTIONAL SCHOOLS FOR NEGLECTED OR DELINQUENT CHILDREN					
B NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT *(Include dropouts only)*				XXXXXXXX	130
C TOTAL NUMBER OF SCHOOLS AND RESIDENT CHILDREN IN APPLICANT'S DISTRICT *(Sum of 2A & B)*				17	6832
D NUMBER OF CHILDREN *(included in Item 2C)* WHO COME FROM LOW-INCOME FAMILIES					1810

3 CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

A. DISTRICT-WIDE PERCENTAGE *(Item 2D ÷ 2C, Col. 4)* 26.5 %

B. AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA *(Item 2D ÷ 2A-1-a, Col. 3)* 106.47

4 SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 2D *("X" as many as apply)*

A ☐ U.S. CENSUS BUREAU
B ☒ AID FOR DEPENDENT CHILDREN
C ☒ FREE SCHOOL LUNCH
D ☒ SCHOOL SURVEY
E ☐ HEALTH STATISTICS
F ☐ HOUSING STATISTICS
G ☐ EMPLOYMENT STATISTIC
H ☐ OTHER *(Specify):*

5 BRIEF TITLE OF PROJECT

Improvement of Self-Concept through the Fine Arts

6 SCHOOL TERM TO BE COVERED BY THIS APPLICATION *("X" one)*

A ☒ REGULAR SCHOOL TERM ONLY
B ☐ SUMMER TERM ONLY
C ☐ REGULAR AND SUMMER TERMS

7 IS THIS A COOPERATIVE PROJECT? *("X" one)* A ☐ YES B ☒ NO

If "Yes", Submit "Certification for Cooperative Project, ESEA TITLE I-2" form with this Application

Worcester County, Maryland

"Improvement of Self Concept Through the Fine Arts - 9-70"

SUMMARY

The main thrust of the Worcester County Title I program "Improvement of Self-Concept through the Fine Arts" is expressed in the number 1 objective: "To improve the participants' self-image: to give them a sense of belonging."

Those involved in all the different phases of this program shared several ideas on how to strive for the fullfillment of this objective. One--to get these children involved in something they would like and enjoy--MUSIC. Two--something in which there would be a certain amount of success--MUSIC (no marks or evaluations were given or expressed to the participants). Three--participation as an individual and as a member of a group--MUSIC.

Although this program called for two phases--one of music and the other of art--only the music phase was put into operation. On the advice of the art instructor from a former program, the art phase of the program was omitted. It was agreed that the infrequency of the meetings and the after school slot of the program was not conducive to these children. (They were selected from the lowest of the low.)

The 1969-70 school year in the final year of five consecutive years of the "Fine Arts" program. This is due to the fact that Worcester County will open three new middle schools this year with grade levels from 4 through 8 and instrumental music will be taught at all grade levels. Instruments will be available for students who can not purchase one.

The apparent success of the programs can be noted by the facts that one instrumental group was selected to perform at the Music Educators' National Conference at the Washington Hilton Hotel, Sunday, February 2, 1969. The program also received national coverage with a three page photo and story spread in the December 1968 Music Educators' Journal.

The program also received wide coverage from the national dissemination of our own publication "music, music, music". (ADDENDUM #6)

CONTEXT

The economic strength of Worcester County is based on agriculture with the poultry industry as the largest department, and on the tourist trade of Ocean City, a 10 mile spit of sand on the Atlantic Ocean. Employment reaches its high peak during the summer vacation months when Ocean City goes from a population of 1200 to 150,000. The low level of employment is reached during the winter months of January, February, and March.

The population of Worcester County is about 25,000 and the four major towns go from 1200 to 3500. The area is strictly rural in nature.

The school population is about 6700 with a ration of 55 to 45 white to black. The school system was a dual one until the past three years and with the opening of three new middle schools this year the dual system nor any parts of it will remain. There are no parochial or private schools within the county. The school system will change from a 6-6 system, six elementary grades and combined Junior-Senior High schools of six grades, to a 4-5-4 system, Kindergarten through 3, 4 through 8, and 9 through 12.

THE PROGRAM

The direct emphasis of this program was to improve the participants' self-image and give them a sense of belonging. The indirect or minor emphasis--to change (in a positive direction) the participants' attitudes toward school and education.

In addition to the Projects Coordinator, we used three of our total county staff of four instrumental music instructors for three nights per week from 3:40--5:30 p.m. during the regular school year. We also used nine (9) student aides to help reduce the teacher load and to individualize instruction. These aides were selected by the music instructors from advanced high school band students.

Other county personnel involved, but not part of the Title I program, included the music supervisor, five elementary school principals and the fourth, fifth, and sixth grade teachers from the participating schools.

Volunteers, fathers, mothers, and older siblings, were used when the bands took trips or participated in a local program.

Cultural enrichment was provided for the participants and their parents as they were given opportunities to hear the U.S. Army Field Band, see the operetta "Oklahoma", and hear concerts by three of our senior high school bands. Transportation to all events was supplied for both the participants and their parents.

All the participants were supplied with all the equipment and materials needed for instruction. This included the loan of an instrument.

An after-school snack was provided for all those in the program. More than fifty per cent of the project participants were transported to their homes on late buses at the end of each project session during the regular school year.

See ADDENDUM #1 for complete "Program Description."

EVALUATION

This program was neither a research, nor a demonstration project and by its nature "hard" data was impossible to gather let alone evaluate.

We did, however, have the good fortune to have a group of teachers and principals, who, under the direction of a county supervisor, came up with devices for evaluating this type of project. (See ADDENDUM #5)

We feel that the project did much for the participants in improving their attitudes about themselves and their relations to others (See ADDENDUMS #2, #3, and #4, for pupil and parent comments.)

We know that the participants (and in many cases their parents) were exposed to experiences via this project (field trips, concerts, and the operetta by semi-professional and professional groups) that otherwise they would not have had.

For complete evaluation records see ADDENDUMS #2, #3, and #4.

For samples of evaluation devices see ADDENDUM #5.

RECOMMENDATIONS

As indicated in another section of this report, it has been recommended that this Title I project be eliminated because the county school system will offer a music program in the new middle schools from fourth through the eighth grade as a regular part of the curriculum.

ADDENDUM #1 pages 1 thru 10

SECTION II--A--PROGRAM DESCRIPTION
IMPROVEMENT OF SELF-CONCEPT THROUGH THE FINE ARTS

1. A committee composed of the music and art teachers in former projects, classroom teachers and parents of participants decided the project for 1970 should follow the pattern of former Instrumental Music and Fine Arts projects. It was at the suggestion of this committee that the Art phase of the program be continued at Cedar Chapel School. There are no private school agencies in our county.

2.

A. (3) Later elementary

(a) dropouts--9/3/68 thru 6/6/69

1--W10 (pregnancy)

(b) handicapped--see attached "Summary of Handicapped Children Census 1968-69"

(c) there are No non-English speaking children in our county

(d) there are No private schools in our county

1. Later elementary

2. Grades 4, 5, and 6

3. (a) Total number of children--6702

   (b) Total number of children in project area--1467

   (c) Estimated number of resident children who will participate--220

4. The needs of children in this project are to overcome a negative self-image and a negative attitude toward school and education as attested to by their poor performance on standardized tests, below grade level in reading and other skill areas, low level verbal functioning, and high absentee rate.

5. General Description

Our proposed project for the school year 1969-70 will embrace a two-pronged approach to the fine arts taking into consideration the needs of children, the abilities of children, the availability of qualified instructors and space requirements. A brief description of each of the two facets of our proposed program follows:

A. The Instrumental Music Phase

During the school year 1969-70, we propose to give basic instrumental music instruction in woodwinds, brasses and to a lesser degree, strings to students enrolled in the program of 1969. Other criteria for participants in this phase of the proposed project are:

1. The participant's I.Q. should be of such a quality that he will experience success.

2. The participant should be a low-achiever (I.Q. score compared with academic achievement score).

3. The participant should have a poor self-image.

4. The participant should exhibit an interest in this type of experience.

Music instruments which have been (and will be secured) via the project will be furnished to all participants in this phase of the program without charge. Instruments will be furnished to all project participants who are transfers to formerly all-white elementary schools. If instrument resources are limited, priority will be given to students who have successfully participated in the program for the longest period of time. Formerly all-white elementary schools will be given instruction in instrumental music during regularly scheduled music classes at those schools. All other project participants in this phase of the program, will be instructed three times per week after school from October through May from 3:50 p.m. to 5:00 p.m. An after-school snack (sandwich and milk) will be served all project participants (both music and art) from 3:30 to 3:45 each class session.

Three instructors in instrumental music, assisted by nine advanced-band student aides (3 per instructor) will provide the instruction in instrumental music. Various audiovisual materials will be used to implement instruction (overhead projector, tape recorder, phonograph, charts, etc.) Students at various times will be grouped for instruction as beginning or advanced students and according to type of instrument played.

Scheduled throughout the school year will be performances by our regular high school bands and performances by professional instrumental musical groups. Parents and other students from the project schools will be invited to attend these performances free of charge, along with project participants. These performances are designed to promote an interest in music and to expose the hearers to cultural experiences which adhere to decent standards.

B. The Art Phase

As the second facet of the proposed Fine Arts Project for our county, we propose in one center an experience in art involving approximately 30 students, an instructor, and two student aides (advanced high school art students). These students would not be involved in the instrumental music phase of the project. In truth, academically, they would be the lowest of any students participating in the entire project and they would possess the poorest self-image. In fact, they could very well be the "Lowest of the low" in the center. It is proposed to select the participants for this phase of the project from students in grades 4, 5, and 6 in the Cedar Chapel Elementary School and give them two art experiences per week (two one-hour sessions at end of the regular school day) from October through May of the school year 1969-70.

The art phase of the project would be aimed at the overall objectives of the project, namely, to improve the self-image of the participant, and to change in a positive direction his attitude toward school and education. More specifically this phase is designed to help participants express what and how they feel by methods other than verbal. We feel any person will be able to manipulate to a passable degree certain art materials at early stages without the need for great aptitude or skill. As he continues to manipulate (with end-products that are pleasing and

satisfying to him) he gains more skill and, as he grows in skill, his self-confidence increases and his self-image improves.

We feel that the type of art experience that is proposed must be fun, enjoyable, and gratifying. We also feel that it must be a type of experience unlike regular general art in the classroom as it is generally taught. It might be well at this point to say a word about our current art program in the elementary schools. Art is now taught via television and follow-up by regular classroom teachers for approximately 90 minutes per week with limited materials. Under the terms of this project, a trained resource person would give an extra 120 minutes of art experience per week to "weak" students. Art fundamentals and nomenclature per se would not be taught directly, but would be treated when the student becomes dissatisfied with his efforts to express himself and is looking for a better way.

Some characteristics of the art experience we propose are:

1. Emphasis upon individual expression via art media.

2. Respect for each and every individual art effort without the usual stymieing criticism.

3. Beginning experiences in many different art media such as painting (all types), printing (cardboard, fish, scrap) construction (kites, paper, wood, cardboard), sculpture (clay, wood, soap, plastic), ceramics (modeling), drawing, weaving, and puppetry.

4. Art experiences using music as a stimulator of the imagination.

5. Art experiences using literature (poems and stories read to them by the instructor or by use of recordings) to stimulate the emotions.

6. Art experiences using local field trips to sharpen the powers of observation and selection.

7. Exhibits where the art efforts of all participants are placed for others to see.

8. A limited number of staged happenings emphasizing the spectacular and the dramatic to see how students react and adjust to a new environment and to give them a common experience from which would emerge individual art expressions.

9. Some discussion of aesthetics in the environment leading to individual selection of art expressions which portray their inner feelings and values.

10. A possible correlation (carefully structured) of participants' art experience toward the end of the project with traditional school subjects. For example, the group might construct a Christmas display or a social studies mural which would gain them class and school recognition.

6. See attached form--ESEA Title I 3

7. Training Program for Student Aides

In this proposal we are providing a half hour at the end of each session for aide training purposes. During these sessions the music instructors will: (1) critique the aides on their effectiveness during the session, (2) discuss with the aides effective instructional procedures for use with small groups, (3) teach the aides to become more proficient on instruments they have not mastered--the State Supervisor of Music states that this is the finest type of inservice work, (4) discuss with aides individual student progress and make suggestions for further dealing with students.

These same facets (except #3 above) would apply to inservice training for the student art aides.

8. We shall continue with our parent advisory committee (composed of parents of project participants) for each project center. The underlying purpose of these committees will be to further involve parents in this project or issues with which they will feel comfortable in considering.
Parents have been involved in past programs in informal ways such as attending programs put on by their children after which an informal discussion period was held to obtain their views. It was noted by the instructors and principals at the centers that many parents were in the school for the first time ever. Parents accompanied their children to various concerts and programs throughout the year. Some children, remarked that it was the first time they attended anything with their parents.

9. Evaluation:

Objective 1--To improve the participants' self-image; to give them a sense of belonging.

Device 1

We shall have the instructors interview each project participant along the following lines in May, 1970:

1. Why did you take the instrumental music program (art program)?

2. Did this program help you in any way? If it did, can you name some ways in which it did help you?

3. Can you tell how being a part of this program made you feel?

We shall also have the instructors interview at least 20 random-selected parents of participants from each of the project centers along the same lines.

Device 2

We shall have the instructor rate each project participant (excellent, good, fair, poor) at the beginning and at the end of the project (beginning participants at the end of the project only) along the following lines:

Instrumental Music

1. Reading
2. Tone
3. Rhythm
4. Technique
5. Intonation
6. Knowledge of Instrument, and Overall Quality of Work (suitable entries have been developed for the art phase of the project). If there is an increase in degree of competency, the self-image should improve.

Device 3

We shall ask the instructors to supply anecdotes which will give some evidence that the participants' self-confidence was enhanced or that their feelings about themselves had improved as a result of this project. Principals and individual classroom teachers will also be asked to submit evidence they have seen relative to the realization or non-realization of this objective.

Device 4

Each instructor will be asked to make a tape recording of the performance of the total group in instrumental music at the end of the project. These will be played back to the group to let them hear for themselves the progress they have made. (An end-of-the-project exhibit or a holiday exhibit in art might be used to serve the same end).

While this is a long-range objective, we feel we will be able to see some evidences of realization by the time the project terminates.

Objective 2--To change (in a positive direction) the participants' attitudes toward school and education.

Device 1

We shall ask the regular classroom teacher of all project participants to complete an evaluation of them in October, 1969, and in May, 1970, on the

following: (1) School attendance (last year and current year), (2) Effort to do regular school work, (3) Respect for class and school rules, (4) Care of school property, (5) Respect for rights of others, (6) Politeness, (7) Cooperation, (8) General attitude toward school, (9) Overall grade average (last year and current year).

Device 2

We shall ask all participants in the total project to write a paragraph (unsigned) on "How I Feel About School" at the beginning and at the end of the project.

Device 3

We shall ask the project instructors, principal, and pertinent classroom teachers to be on the alert to record instances of behavior that will give some evidence that this objective is (or is not) being achieved.

We believe we shall see some evidence of the realization of this objective by the end of the project, although this too, is a long range objective.

Objective 3--To give the project participants, their parents, and others enriching experiences in the fine arts (instrumental music, choral music, and art) via performances by outside groups or by individuals, or by field trips to cultural centers.

Device 1

We shall keep on file a record of such events and the approximate number in attendance. All project participants will be required to attend all centralized music performances and, at times, complete a follow-up form (example for instrumental music): (1) What did you like most about the concert? (2) What did you like least? (3) How did the concert make you feel? (4) Did you notice any particular member or members of the performing group? Why? (5) Did you think the performing group did a good, fair, or poor job? (A similar follow-up will be developed for any outside art experiences).

10. Dissemination:

This is neither a research, nor a demonstration project. However, we shall certainly acquaint all elementary principals with the nature, objectives, and results of the project to see if it has implications for extending the experience in instrumental music and art in the elementary schools. Also, we may gain significant information on new instructional methods and materials.

The cooperation of the three local county newspapers has been excellent in getting the message of our past projects to the public of the county.

With cooperation of the State Department, a booklet about one of our former music projects has been published. The booklet, entitled "music, music, music", will receive national distribution by the State Department and local distribution by the county office. The booklet received an award of "excellence" in the 1969 School Management magazine contest for 1969.

11. Capital Outlay:

There will be no money spent for construction and the amount in the budget for equipment will be used to purchase instruments for the music program and small equipment items for the art program.

BUDGET--FINE ARTS

100	ADMINISTRATION		
	2. Contract Service		
	a. Audit	200	
	b. Data Procession	300	
			500
200	INSTRUCTION		
	1. Salary		
	a. 3 teachers--$4.25/hr--5 hrs/wk	2,168	
	b. 1 teacher--$4.25/hr--3 hrs/wk	434	
	c. 9 aides @ $1.75/hr--5 hrs/wk	2,678	
	d. 2 aides @ $1.75/hr--3 hrs/wk	357	
	2. Contracted Services		
	a. Performing groups	1,300	
	3. Materials of Instruction	850	
	4. Other		
	a. Teacher travel	530	
			8,517
500	PUPIL TRANSPORTATION		
	2. Contract Service	8,623	
			8,623
700	MAINTENANCE OF PLANT		
	2. Contract Service	750	
			750
800	FIXED CHARGES		
	1. Employee Retirement	127	

BUDGET--FINE ARTS
(Continued)

2.	Other		
	a. FICA	248	
	b. Insurance on Instruments	400	775
900	FOOD SERVICES		
	2. Contract Service (30¢/pupil/session)	5,202	5,202
1230	EQUIPMENT	800	800
	TOTAL BUDGET		$ 25,167

ADDENDUM #2

Worcester County, Maryland
Fine Arts Project 1969-70

CHART I

Participants' Narratives--"How I Feel About School"

	Total # of % of Narratives	
	1968-69	1969-70
Instrumental Music Project not directly mentioned	26.3	22.3
Instrumental Music Project mentioned but not emphasized	17.9	19.2
Instrumental Music Project emphasized	55.8	58.5

Conclusions:

1. The narrative revealed that the overwhelming majority (99%+) of the project participants liked school--and this is one of the major objectives of the project.

2. It is quite evident that the student responses were spontaneous, and that no force was applied to slant the responses in favor of the project.

3. It appears that the novelty of the project has worn off and it is accepted as a regular part of the school program. (Last year's percentages compared with this year's.)

Selected "unedited" comments (favorable to the project) by students on the topic "How I Feel About School."

I like school because it helps me to learn more about my enviroment. At school I am able to take part in many different activities. I have been able to participate in the band.

I like school because it is a place to learn. Doing this school year I have participated in band. School is a nice place because I can lear how to work with others. In school I meet friends I have never seen before.

I like school because I am able to meet new friends and also learn many things about other countries. The best things I like about school are Arithmetic and Social Studies. At school I am able to get a hot lanch each day. I'm glad I can participate in the school band.

ADDENDUM #2

I feel school is a great place. The children are easy to get along with. I learn to play the instruments in the band.

I feel that school is good. Teachers are nice because we tell the teachers things and they tell some things to. Our classmate are good plan. That is what I feel about school.

I think school is the beat place for me. I like to come to school because I like all my subjects. I like to do my work very will. School is a place for fun and work.

CHART II

Regular Classroom Teachers' Evaluation
of Participants (Number of Responses)

	Excellent		Good		Fair		Poor		Total	
	Oct.	May	Oct.	May	Oct.	May	Oct	May	Oct.	May
1. School Attendance	77	84	46	3	4	4	2	0	129	121
2. Effort to do regular school work	21	32	83	81	24	8	1	0	129	121
3. Respect for class & school rules	16	36	90	78	19	3	4	0	129	121
4. Care of School Property	19	32	94	85	14	4	2	0	129	121
5. Respect for the Rights of Others	20	34	84	78	16	9	9	0	129	121
6. Politeness	23	39	82	75	19	7	4	0	129	121
7. Cooperation	23	32	88	84	14	5	4	0	129	121
8. General Attitude Toward School	21	32	89	84	15	5	4	0	129	121

ADDENDUM #3

Worcester County, Maryland
Fine Arts Project 1969-70

Typical Selected, "Unedited" Items
from Student Interview Sheets

1. Why did you take the instrumental music program?

I took it because I wanted to participate in an extra-currula activity and I also like music best.

I took it because I wanted to know how to play the trumpet and wanted to do something.

I wanted to be in a School Band to be someting and I wanted to play an instrument.

I took the instrumental music program because I wanted to play the trombone and hoped to become a great trombone player someday.

I wanted to patrcapate in the instrumental program because it might give me more courage to do more things intelligently, respectfully, and mannerly.

I took a part in the instrumental musical program because I wanted to learn how to play a musical instrument. It gave me the opportunity to do something.

I took the instrumental program, because I wanted to learn how to play instrument and be apart of something.

2. Did this program help you in any way? If it did, can you name some ways in which it did help you?

Yes, it helped me to be able to migl with peple and to play the instrument that I was interested in.

Yes, It helped me to read notes and music I didn't know how to read. It helped me to sing in my music class.

Yes the program helped me. Ways that the program help me is I learned notes that I didn't know before and the methods you need to play in the band.

Yes. It helped me learn what being a part of somethings was, and how to take care of things.

ADDENDUM #3

Music taught me to be able to read notes and to play in front of an audience and to blow an instrument.

I learned to read notes and I learned to play instrument. I also learned to wok with other people.

3. Can you tell how being a part of this program made you feel?

It made me feel good to sit straight and show the people outside of our school how good our teachers and we are at music.

It made me feel like it was depending on me.

It made me feel like I wanted to continue band.

It made me feel proud that I could represent my school.

It made me feel very proud of myself.

It made me feel like I would like to go play on a real concert stage.

The program made me feel very fortunate to know that I was participating in the band which I felt was an honor.

Being a part of this program made me feel like I am very proud and grow up to be a very good citizen.

Being apart of that program made me feel I could get anything I wanted.

By being a part of this program it made me feel useful of using my skill. It made me feel that I was doing something to make my parents proud of.

I felt proud playing in the concert, sitting straight and tall blowing your horn. The audience now know how well a person can play an instrument if he tries hard.

It made me feel important.

It made me feel that I was needed.

It made me feel like a pro.

ADDENDUM #4

Worcester County, Maryland
Fine Arts Project 1969-70

Typical Selected, "Unedited" Items from
Parent Interview Sheets

1. Why did your child take the instrumental music program?

My child took instrumental music because she had an interest in music and wanted to learn to play an instrument. It was a great challenge and a very worthwhile after school activity.

She wanted to take it herself. Her idea was to learn to play an instrument.

My child took this program because she was interest in music and also because she would have something to do during her spare time.

Because she wanted to learn to play the mellophone.

2. Did this program help your child in any way? If it did, can you name some ways in which it did help your child?

Yes. It helped her to learn different notes and their values.

Yes. It help her to be more alert.

Yes, this program helped my child very much. She learned how to play an instrument and she learned a lot more about the musical scale and notes.

Yes. It gave him some basic fundamentes of playing music with others.

It helps the child to have the sense of belonging and taking care of personal property.

Yes, she has learned to play her instrument and the way her instrument should be cared for.

Instrumental music gave my child self-confidence, reassurance and a sense of belonging. She had a sense of achieving. There is a greater appreciation for all music. It made her socially adjusted.

ADDENDUM #4

Yes, this program helped my child. It helped her to learn how to read music and also to play an instrument. It helped her to be self confident and to depend on herself.

3. Can you tell how being a part of this program made your child feel?

It made her feel a great achievement had been made on her part.

It made her feel proud because she could play in the band with others, and appear before a group of people.

She felt very important.

Being a part of this program has made my child feel as if she has accomplished something in the music world.

It has made her happy with her achievement and has given her some confidenci in herself.

Being a part of this program made her feel more interesting in band concert programs and other events.

By being a part of this program it made my child feel proud of herself and that she had done something on her own.

ADDENDUM #5

FINE ARTS PROJECT

1969-70

STUDENT REACTION SHEET

(To be used by the regular classroom teacher of each project participant (Instrumental Music) in October, 1969 and again in May, 1970)

"How I Feel About School"

(Write a paragraph on this subject and say anything you wish. Don't sign your name)

Center_____

Date_____

FINE ARTS PROJECT

1969-70

CLASSROOM TEACHER EVALUATION SHEET

(To be used by the regular classroom teacher of each project participant (Instrumental Music) in October, 1969, and again in May, 1970.)

Item	Excellent	Good	Fair	Poor
School attendance				
Effort to do regular school work				
Respect for class and school rules				
Care of school property				
Respect for the rights of others				
Politeness				
Cooperation				
General attitude toward school				

Overall Grade Average, all school subjects, 1969-70 [ ] Use E, G, S, or P

Overall Grade Average, all school subjects, May, 1970 [ ]

Student's Name _____

Center _____

Date _____

Teacher's Name _____

INSTRUMENTAL MUSIC PROJECT

1969-70

STUDENT INTERVIEW SHEET

(To be used by the Instructors of Instrumental Music with each project participant in May, 1970)

1. Why did you take the instrumental music program?

2. Did this program help you in any way? If it did, can you name some ways in which it did help you?

3. Can you tell how being a part of this program made you feel?

Student's Name_____

Center_____

Date_____

FINE ARTS PROJECT

1969-70

PARENT INTERVIEW SHEET

(To be used by the Instructor of Instrumental Music with any 20 individual parents of project participants. To be completed in May, 1970.)

1. Why did your child take the instrumental music program?

2. Did the program help your child in any way? If it did, can you name some ways in which it did help your child?

3. Can you tell how being a part of this program made your child feel?

Parent's Name_____

Center_____

Date_____

_____ SCHOOL

AGREEMENT FOR LOAN OF MUSICAL INSTRUMENT

_____	_____	_____
Instrument	Make	Serial Number

Condition: ____Excellent ____Good ____Fair ____Poor Value_____

Description of Condition_____

_____

Accessories included:

___Case	___Extension	___Strap
___Cap	___Mute	___Key
___Mouthpiece	___Swab	___Sticks
___Ligature	___Lyre	___Other

The above described instrument and accessories are being loaned to _____ _____, a student of the _____ for use only in the regularly organized school groups and those activities specifically listed below:

Private Lessons	Pep Band	Marching Band
Municipal Band	Dance Band (School)	Varsity Band
		Junior Band

The undersigned student and parents, jointly and severally agree to keeping the described instrument in good playing condition, to reimburse the _____ School for any damage due to negligence, misuse, or loss, and return it promptly when requested by an authorized school representative.

Date_____ Student's Signature_____

Parent's Signature_____

Approved by: Address_____

_____ Phone_____